DOCUMENT RESUME

ED 364 770 CE 065 395

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TITLE Meeting the Education and Training Needs of Immigrant Settlement Workers through Open Learning: A Needs and Feasibility Study. Final Report.
INSTITUTION Open Learning Agency, Burnaby (British Columbia).
SPONS AGENCY Department of the Secretary of State, Ottawa (Ontario).
PUB DATE 25 Mar 92
NOTE 54p.
PUB TYPE Reports - Research/Technical (143) -- Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Acculturation; Adult Education; College Programs; Community Programs; Distance Education; *Educational Needs; Foreign Countries; *Government Employees; Government Role; Higher Education; *Immigrants; *Program Development; *Settlement Houses; Training; *Welfare Services
IDENTIFIERS *British Columbia

ABSTRACT

A study examined the education and training needs of immigrant settlement workers in British Columbia (Canada) and the feasibility of meeting their needs through open learning. Information was gathered using the following methods: 119 questionnaires collected from settlement workers, focus group discussions with 40 settlement workers, telephone interviews with the directors of 25 immigrant-serving agencies, focus groups with 12 representatives of mainstream organizations, a focus group with 9 representatives from ethnic communities in the Lower Mainland, a 1-day program planning workshop, and a review of settlement worker training programs in Alberta and Ontario (Canada). Two main conclusions and recommendations emerged from the study: (1) the settlement community in British Columbia should form a partnership with a provincial postsecondary institution to develop an entry-level or basic skills training program for settlement workers, either in an open-learning format or in a classroom-based community college program; and (2) the Open University should consider developing a postbaccalaureate diploma program for settlement workers and other professionals seeking more advanced training in cross-cultural and multicultural issues. (This report includes 21 references, the immigrant settlement worker questionnaire, the directors' interview protocol, and a list of study participants.) (KC)

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FINAL REPORT

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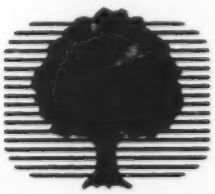

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CE 065 395

Meeting the Education and Training Needs of Immigrant Settlement Workers through Open Learning: A Needs and Feasibility Study

FINAL REPORT

March 25, 1992

Prepared by Don Black, Research Coordinator, Open Learning Agency

The research team consisted of Don Black (Research Coordinator, OLA), Dr. Peter Lomas (Coordinator, Social Science Programs, Open University, OLA), and Annie McKitrick (Consultant and Research Associate). Assistance with clerical work, statistical analysis and organization of the project activities was provided by staff at the OLA, especially Pamela Bischoff, and by Challenge 91 summer student Stephen Louie.

We would like to thank the members of the Advisory Committee and the Immigrant Settlement Workers Network for their advice, critical insight and practical assistance.

The project was funded by Multiculturalism and Citizenship Canada.

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Introduction

There are an estimated 300 to 400 people employed as immigrant settlement workers, or providing equivalent service under some other job title, in British Columbia.[1] Settlement workers are employed primarily, but not exclusively, in immigrant-serving agencies. These agencies provide a range of services for immigrants and refugees, including orientation services, interpretation and translation, English-as-a-Second Language instruction, individual and family counselling, and employment counselling. Immigrant settlement workers provide a very important social service by helping newcomers adjust to life in Canada, by advocating on behalf of immigrants and refugees, and through community outreach and public education programs.

Demand for immigrant services grew during the 1980's and will continue to grow during the 1990's. Immigration levels in Canada are expected to rise to 250,000 new immigrants a year during the first half of the 1990's, almost three times the levels of immigration in the mid-1980's. British Columbia received 19,000 international immigrants in 1987, 23,000 in 1988, 25,000 in 1989, and 28,000 in 1990. If the provincial settlement patterns of recent years continue, we can expect approximately 35,000 new international immigrants to settle in British Columbia each year during the 1990's (British Columbia, 1991).

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[1] The term "immigrant settlement worker" covers a number of different jobs and job titles. Among the jobs falling under this "generic" title are settlement worker, immigrant service worker, settlement counsellor, bilingual counsellor, employment counsellor, community support worker, cross-cultural community worker, ethnic worker, project coordinator, cultural coordinator, multicultural program coordinator, and settlement program officer.
The settlement community is very aware of the "politics of language". In writing about immigrant settlement workers, immigrant-serving agencies, mainstream organizations, etc., we have tried to use the terminology which is, at present, most commonly used within the community itself.

Recent immigration patterns have increased the ethnic and cultural diversity of British Columbia. Since 1979, the majority of new immigrants to Canada and British Columbia have arrived from Asia. In 1990, nearly 70 percent of the international immigrants settling in B.C. were from Asian countries. The major source countries of Asian immigrants in 1990 were Hong Kong, which accounted for 38 percent of Asian immigrants to British Columbia; India, which accounted for 14 percent; and the Philippines, which accounted for 10 percent. The high proportion of Asian immigrants should not obscure the fact that immigrants and refugees come from a large number of countries and that British Columbia has always been an ethnically and culturally diverse society. B.C. is "one of the most multicultural provinces in Canada with over 45 ethnic groups listed in the Census Canada population profiles." (SPARC, 1991: 6)

The majority of immigrants to the province settle in the major metropolitan centres, mostly in Vancouver and the surrounding area. Eighty-two percent of the international immigrants arriving in B.C. in 1990 settled in the Vancouver area and it is estimated that approximately 80 percent of the international immigrants coming to the province during the 1990's will settle in the Lower Mainland. Vancouver is already an ethnically and culturally diverse community. Thirty-nine percent of the people living in the city of Vancouver were born outside of Canada, and more than 31 percent are immigrants from countries other than the United States or the United Kingdom. The surburban communities surrounding Vancouver are also multicultural. For example, 31.5 percent of the population of Richmond was born outside of Canada, as was approximately 22 percent of the populations of Surrey and Delta. "The significant increase of international migration to the province will accelerate the multicultural

orientation of the Lower Mainland. The proportion of foreign-born residents is expected to increase from 27.9% of the total population in 1986 to almost 30% by 1996." (LMMEP, 1991: vi)

The increase in international immigration is also likely to accelerate the ethnic and cultural diversification of other communities in the province. In 1986, 24 percent of the population of Victoria was born outside of Canada, and 13 percent of the populations of Kamloops and Prince George were immigrants (Statistics Canada, 1988). Although most new immigrants settle in the Lower Mainland, the numbers settling in Victoria and other urban centres in the interior are not insignificant. In 1990, Victoria received more than one thousand new international immigrants and more than 4,000 new immigrants settled in other communities across the province (British Columbia, 1992). Given current immigration patterns, we can expect the number of new immigrants landing in Victoria to increase to 1,400 a year during the 1990's, and the number of new immigrants settling in other communities throughout the province to rise to almost 5,000 a year. Intra-provincial population shifts are also likely to increase the multicultural orientation of Victoria and other urban centres in the province, although the absence of current mobility data makes it difficult to predict changes in the ethno-cultural profiles of communities in the province. There is little doubt, though, that the need for immigrant and cross-cultural services is growing in communities throughout the province (SPARC, 1991).

The flow of new immigrants and refugees into the province during the 1990's will not only increase demand for basic settlement services, it will also increase the need for a wide range of specialized cross-cultural services. During the 1980's, immigrant serving agencies found themselves

having to fill major gaps in social service provision, especially in the areas of cross-cultural counselling, vocational counselling, crisis intervention, and community education and outreach. In addition to basic settlement services (i.e., orientation, interpretation and referral services), most immigrant serving agencies provide a range of specialized services for immigrants, refugees, and ethnic and visible minority communities. Demand for cross-cultural services will continue to grow during the 1990's as a result of immigration and demographic changes within immigrant communities (e.g., the aging of the population).

The growing demand for basic settlement services, and for specialized cross-cultural services, has resulted in a staffing and staff training crisis within the network of immigrant-serving agencies in British Columbia. How to provide appropriate and on-going staff training is one of the major problems facing immigrant serving agencies. The problem has been addressed by the settlement community in B.C. on a number of occassions in recent years. The need for staff training was discussed by directors and board members at the meeting of the Association of Western Canadian Immigrant Serving Agencies in 1988, and again in 1991. In 1989, the first conference of front-line settlement workers in B.C. was organized to discuss professionalization, training and working conditions. Among the recommendations arising out of the B.C. Settlement Workers Training Conference were recommendations to "determine courses at a recognized college for the professional development of settlement workers" and "to provide, through AMSSA [the Affiliation of Multicultural Societies and Service Agencies of B.C.], on-going training, orientation and upgrading programs for settlement workers." (AMSSA, 1989: 36-7) The training issue is currently being examined by the Multi-Ethnic Social Service Task Force

of the Lower Mainland, a community-based task force formed to increase coordination between immigrant-serving agencies and other social service providers. Among its activities, the task force is developing a collaborative action plan for staff qualifications which includes a proposal to get colleges and universities to develop training modules for settlement workers.

Members of the settlement community informally approached the Open Learning Agency to see if it was interested in developing courses and training programs for settlement workers. As part of the province's post-secondary education system, the Open Learning Agency (OLA) provides college and university courses and programs in an open learning format through the Open College and the Open University, as well as educational broadcasting via the Knowledge Network. The OLA also offers a document evaluation service for people trained overseas, and, through the B.C. Educational Credit Bank, provides the means for students to consolidate courses taken at a variety of institutions and to receive credit for non-formal learning such as workplace training or on-the-job experience.

In the spring of 1991, the Research Office of the Open Learning Agency received a grant from the Department of Multiculturalism and Citizenship to examine the education and training needs of immigrant settlement workers in British Columbia and to assess the feasibility of meeting their needs through open learning. Over the last year we have collected information on the education and training needs of settlement workers from the following sources:

- During the spring of 1991, self-administered questionnaires were sent to immigrant serving agencies across the province with a covering letter asking directors to distribute the questionnaires (and postage-paid return envelopes) to their settlement workers. One hundred and nineteen questionnaires were completed and returned by settlement workers (see appendix A for a copy of the questionnaire).

- Forty settlement workers participated in focus group discussions conducted by the research team and members of the Immigrant Settlement Workers Network in June, 1991 (see appendix C for a list of participants).

- The directors of twenty-five immigrant-serving agencies were interviewed by telephone during August, 1991. Each interview lasted approximately 30 minutes (see appendix B for a copy of the interview schedule, and appendix C for a list of participants).

- Twelve representatives of mainstream organizations participated in two focus group sessions. One focus group was held in Richmond in August of 1991 and involved representatives from organizations located in the Lower Mainland; the other focus group, conducted by teleconference in September of 1991, involved representatives from Kamloops, Penticton, Dawson Creek and Williams Lake (see appendix C for a list of participants).

- Nine representatives from ethnic communities in the Lower Mainland participated in a focus group held in Richmond in August, 1991. Four ethnic representatives from communities outside the Lower Mainland were interviewed by telephone (see appendix C for a list of participants).

- Following a preliminary analysis of the survey, interview and focus group data, a one day program planning workshop was conducted by the Open College in January, 1992. Ten representatives of the settlement community participated in the workshop (see appendix C for a list of participants; for the results of the workshop, see "Immigrant Settlement Worker Program").

- We also reviewed settlement worker training programs in Alberta and Ontario, and we compiled a factsheet of courses and programs offered by post-secondary institutions in British Columbia which we thought might be of interest to settlement workers (see "Selected Courses and Programs of Interest to Settlement Workers in British Columbia").

This report presents our findings and recommendations. We have two main recommendations:

- that the settlement community in B.C. form a partnership with a provincial post-secondary institution to develop an entry-level or basic-skills training program for settlement workers. There are two options: 1/ to develop a Settlement Worker Training Program in an open learning format, or 2/ to develop a classroom-based community college program. While we feel that an open learning program would best meet the needs of settlement workers throughout the province, the settlement community itself should decide which option to pursue.

- that the Open University consider developing a post-baccalaureate diploma program for settlement workers and other professionals seeking more advanced training in cross-cultural and multicultural issues.

Other Studies

The problem of providing training for settlement workers is not limited to British Columbia. Both the Alberta Association of Immigrant Serving Agencies (AAISA) and the Ontario Council of Agencies Serving Immigrants (OCASI) examined the education and training needs of immigrant settlement workers in the mid-1980's. It is useful to review the findings of these earlier studies before presenting our own results.

The AAISA and the OCASI studies found that the majority of settlement workers in Alberta and Ontario were well-educated female immigrants, that the services most commonly provided by settlement workers included interpretation, cross-cultural counselling, and referral services, and that settlement workers received no formal or standardized training. Settlement workers received their training on-the-job, usually from supervisors or more experienced colleagues. Most employers felt that greater coordination, specialization and certification of staff training were required, but they lacked the funds needed to develop training programs. Most workers and employers identified cross-cultural counselling, communication skills, and community services as the areas in which they wanted more training. Settlement workers generally preferred workplace training, evening classes, and workshops and seminars over attending day classes at a local college.

These earlier studies led to the development of settlement worker training programs in Alberta and Ontario. Grant MacEwan College in Alberta developed a non-credit continuing education program leading to a

Settlement Worker Training Certificate. The program was offered in Calgary and Edmonton, and included courses in communication skills, principles of adult education, community development and working in a cross-cultural setting. Courses were offered in the evening, as three-day workshops, and during the summer. The first cohort of settlement workers graduated in December 1990. We understand that the program is not currently being offered but that the college hopes to reinstate it shortly.[2]

Two training initiatives emerged in Ontario. OCASI and George Brown College of Applied Arts and Technology developed a training guide for community agencies, or agency networks, interested in organizing professional development workshops for their front-line workers. The OCASI publication, Immigrant Settlement Counselling: A Training Guide, contains outlines for eight one-day training workshops in the areas of basic counselling, interviewing, assessment, crisis intervention, mental health issues, and advocacy. Following the successful piloting of the guide, George Brown College established a non-credit continuing education program leading to a Settlement Worker Certificate. The college program is offered in Toronto, and includes courses in cross-cultural counselling, race and ethnic relations, advocacy, communication, and group work skills. We understand that although demand for the program is high, the college is unable to increase the annual intake beyond twenty-five students and is now looking at the possibility of delivering the program in the workplace with settlement workers as instructors.[3]

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[2] Based on conversations with staff at Grant MacEwan College.

[3] From conversations with staff at George Brown College.

Settlement Worker Profile

The findings of our study are very similar to those of the earlier Alberta and Ontario studies. Over 70 percent of the settlement workers in the province are women. Eighty-three percent of the workers surveyed were born outside Canada, and 53 percent completed their highest level of education in another country. Settlement workers in B.C. are, as a group, very well educated; they are even better educated than their counterparts in Alberta and Ontario were in the mid-1980's. Sixty-three percent have a university education and an additional 22 percent have a college diploma; most of those with university degrees graduated in the social sciences (usually in sociology or social work). Over 80 percent of the settlement workers who responded to the survey live in the Lower Mainland. The majority of workers are fairly new to the field (61 percent of the respondents have worked in the settlement field for less than two years), although there is also a substantial core of experienced workers (21 percent have worked in the settlement field for five or more years). In sum, the typical settlement worker in British Columbia is a well-educated female immigrant in her mid-thirties who lives in the Lower Mainland and has worked in the settlement field for less than two years.

Do Settlement Workers Need Training?

Specialized settlement worker training programs were developed in Alberta and Ontario in the late 1980's. The need for a similar program in British Columbia has been raised by directors and front-line workers at conferences and workshops on a number of occassions over the last few years. The results of our survey, interviews and focus groups confirm that directors and front-line workers want a formal and standardized settlement worker training program in British Columbia.

The majority of settlement workers in B.C. are highly educated, but very few have formal training in the core areas of settlement work. The majority of settlement workers receive their training on-the-job, usually from supervisors or more experienced workers. Ninety-six percent of the directors interviewed said they "encourage ... settlement workers to continue their education and professional development", and some agencies pay for tuition fees or give workers time-off with pay to take job-related courses. In most agencies, however, there is little or no funding available for on-going professional staff development. One of the major complaints of the settlement community with current federal funding formulas is that they do not provide core funding for staff training and professional development (Multi-Ethnic Social Services Task Force, 1991). Eighty-four percent of the directors interviewed agreed that "training for settlement workers should be more standardized between agencies", and all twenty-five of the directors interviewed said there is a need for a formal training program in settlement work.

There is a high level of commitment among settlement workers to continuing their training and professional development. Ninety-three percent of the settlement workers surveyed believe that "settlement workers want special courses and professional training", and 95 percent said they "are interested in continuing their education or professional training." Many settlement workers attend in-house seminars and workshops or enrol in job-related courses at a local college or university. Sixty-two percent of the settlement workers surveyed have taken job-related courses or seminars during the past year. (Counselling and volunteer coordination were the courses most often cited.) However, there are few courses and programs which directly address the training needs of immigrant

settlement workers. Of the settlement workers surveyed, only 8 percent said that the courses and programs currently offered by provincial colleges and universities meet their education and training needs. According to the settlement workers who participated in the focus groups held in Vancouver, opportunities for professional development are limited even for those located in the major metropolitan area.

If it is hard for settlement workers in Vancouver to find relevant courses and programs, it is more difficult for those who work in smaller communities. As one respondent to the survey commented:

> In a smaller, isolated area such as the West Kootenays, it is very difficult to get access to training that would benefit Settlement Workers and others who work in the non-profit sector. Although our local community College offers a variety of programs there is nothing geared directly to those involved in dealing with settlement services, race relations and human rights.

The training needs of settlement workers in smaller communities are in many ways greater than those working in the Lower Mainland. There is no network of local immigrant serving agencies and usually little support from mainstream organizations. Immigrant serving agencies and multicultural societies in these smaller communities find it difficult to train and keep workers and volunteers, and the small number of staff means that each staff member must perform a wider range of functions than their counterparts in larger agencies in the Vancouver area (AMSSA, 1991).

What kind of training?

The results of our study, and the studies conducted in Alberta and Ontario, indicate that there is a fairly "generic" set of basic skills required by immigrant settlement workers. This basic skill-set includes

communication, orientation, interpretation, community resource, and cross-cultural counselling skills. The settlement workers we surveyed also expressed an interest in more specialized areas such as program planning and evaluation, negotiating skills, community needs assessment, and employment counselling.

Twenty-five directors of settlement agencies in British Columbia were asked to rank nineteen skills as "very important", "somewhat important" or "not at all important" for settlement work. Table 1 presents the top 10 skills ranked as "very important" by the directors we interviewed. Over 80 percent of the directors interviewed identified cross-cultural counselling skills as "very important" for settlement work. Oral communication, interpretation and basic counselling skills were identified as "very important" by 75 percent or more of the directors interviewed.

Table 1. Top Ten Skills

Skill	% Very Important
1. Oral communication	96
2. Cross-cultural counselling	83
3. Interpretation	80
4. Basic counselling	76
5. Advocacy	72
6. Translation	68
7. Written communication	64
8. Community outreach	56
9. Community needs assessment	52
10a. Family counselling	46
10b. Crisis intervention	46

The directors were also asked to comment on the major changes they see occuring in the types of clients served by their agency, the services they provide, and the context of service provision. Over 80 percent of the directors interviewed expect to see major changes in the settlement field during the next five years. The major changes identified by directors included greater

demand for services, shifts in the ethnic composition of the client population, increased demand for cross-cultural counselling services, especially in the areas of family, youth and employment counselling, and "more mainstream activity" in the provision of services to new Canadians and to ethnic and immigrant communities in general. According to the directors, these changes have implications for the training and professional development of settlement workers. Seventy-five percent of the directors interviewed said that "settlement workers ... [will] need to develop new skills as a result of these changes (in services, clients or the context of service provision)." Employment and family counselling skills were the new skill areas mentioned most often by directors. (Other new skill areas included management and administrative skills, advocacy, cross-cultural communication, social planning, program evaluation, community development, public speaking and adult education.)

The ethnic community representatives that we spoke with also identified cross-cultural counselling as a core service provided by settlement workers. However, they identified cultural orientation, or orientation to the culture and institutions of the host society, as an equally important service provided by settlement workers. They stressed that one of the primary functions of settlement workers is to ease the transition of new Canadians into mainstream society, and they argued that settlement workers must be more knowledgeable about Canadian society, including the country's social customs, institutions and laws. As more than one member of the ethnic focus group pointed out, many settlement workers are themselves only one step ahead of their clients in terms of their integration into mainstream society.

Table 2. Top Ten Preferred Courses

Course	% Yes
1. Cross-cultural counselling	76
2. Program planning & evaluation	65
3. Negotiating skills	60
4. Community needs assessment	59
5. Race & ethnic relations	57
6. Employment programs	56
7. Employment counselling	55
8. Outreach strategies	53
9. Supervisory skills	52
10. Community organizing	51

The questionnaire asked settlement workers to choose the courses they were most interested in from a list of 24 courses (the list was developed from the earlier Ontario and Alberta studies and from the focus groups). Table 2 shows the 10 most popular courses of the settlement workers surveyed. Cross-cultural counselling, selected by over 75 percent of the respondents, tops the list. The other top choices were program planning and evaluation, negotiating skills, community needs assessment, race and ethnic relations, and employment counselling.

What level of training?

The settlement worker programs developed in Alberta and Ontario provide entry-level or basic skills training. Our results show that there is a demand among settlement workers and directors in B.C. for a basic skills training program at the college level. However, we found that there is also substantial interest in a more advanced program of study. The survey, the interviews, and the focus groups all highlighted the need for different levels of training: an entry-level or basic skills program for new workers or recent entrants to the field, and a more advanced professional program for experienced workers. Thirty-one percent of the settlement workers

surveyed said they prefer a post-graduate certificate program, 25 percent prefer a bachelor degree program, and 34 percent prefer a college-level program. Directors also recommended different levels of training. Ninety-two percent of the directors interviewed said that a post-graduate certificate program in cross-cultural or multicultural issues would be of value to those working in the settlement field. Eighty percent said that colleges and/or universities should offer a degree program in settlement work. And of those supporting a degree program, 12 percent said that a university program would be the most appropriate, while 56 percent preferred a college program.

What delivery mode?

The studies in Alberta and Ontario showed that settlement workers prefer to study in the workplace or attend evening classes. Table 3 presents information on the course delivery modes preferred by settlement workers in British Columbia. Workplace training and evening classes were preferred by the largest number of settlement workers: 82 percent of the respondents said they would be interested in taking courses at the workplace and 77 percent said they would be able to attend evening classes at a local college. Day classes were the least preferred form of delivery -- not surprising since most of the settlement workers surveyed work during the day and are unable to attend day classes unless they can get time-off with pay. Two-thirds of the settlement workers surveyed said they would be interested in independent home study, but less than one-third expressed an interest in teleconferencing.[4] The results of the survey suggest that

[4] Attitudes toward teleconferencing were not related to place of residence; it is possible that the negative attitude toward teleconferencing reflects the fact that English is a second language for many settlement workers.

settlement workers would be interested in an open learning program combining independent home study, workplace training, and in-house seminars and workshops. Seventy-nine percent of the respondents said they would be interested in taking courses through the Open Learning Agency.

Table 3. Preferred Delivery Mode

Delivery Mode	% Yes
Workplace	82
Evening	77
Study at home	66
Weekend	61
Teleconference	31
Daytime	22

Existing Courses and Programs

The earlier studies found that many settlement workers in Alberta and Ontario were unaware of existing courses and programs offered by post-secondary institutions. Forty-four percent of the settlement workers that we surveyed said they did not know if the courses and programs currently offered by post-secondary institutions in B.C. meet their education and training needs. As part of the study, we reviewed the offerings of colleges and universities in the province and compiled a factsheet of courses and programs which we felt might be of interest to settlement workers (see "Selected Courses and Programs of Interest to Settlement Workers in British Columbia").

Most post-secondary institutions in the province offer credit and non-credit courses which meet some of the training needs of settlement workers. These include courses on race and ethnic relations, immigration, multiculturalism, oral and written communication, basic counselling, and interviewing skills. Some colleges in the Lower Mainland also offer, or plan to offer, non-credit courses on cross-cultural counselling, cross-cultural

communication, and working in a cross-cultural context. However, there are a number of problems with the current college and university course offerings, at least from the point-of-view of settlement workers. First, the courses of most direct relevance to settlement work are usually non-credit and cannot be accumulated toward a more advanced degree. Second, no single institution offers the full range of relevant courses. Third, most of the courses are time- and/or place-dependent and as a result are inaccessible for many workers. And, finally, the courses of most direct relevance to settlement work are usually not available outside the Lower Mainland.

Most community colleges offer a Social Service Worker Program, and the Open College offers a Social Service Worker Certificate Program in an open learning format. These programs usually include basic counselling skills, communication skills, and a background in social work practice. College and university diploma programs are also available in specialized areas of interest to sub-groups within the settlement community. For example, programs are offered in Non-Profit Management, Volunteer Management, Fundraising Management, Adult Education, Community Economic Development, Social Policy Issues, and Ethnic and Cultural Relations. Some of these programs are offered in a format which is convenient for employed adults.

Of the existing college programs, Social Service Worker Programs probably come closest to providing the basic applied social service training required by immigrant settlement workers. The major problems with these programs, from the point of view of settlement workers, is that they lack a cross-cultural and multicultural perspective, and they ignore the very specific situational contexts within which settlement workers practice their

profession. As a result, only a small part of the curriculum is directly relevant to the training needs and professional interests of settlement workers.

Two other programs deserve special mention: the Ethnic and Cultural Relations Program recently developed by Capilano College and the Post-Baccalaureate Diploma Program in Ethnic Relations offered by Simon Fraser University. The Capilano College program

> studies the ethnic relations developed in the context of the multicultural and polyethnic nature of the Canadian society. It also explores ... the different ethnic groups that constitute the Canadian "mosaic."...The program also examines the international aspect of cross-cultural communication (Capilano College, 1991).

According to a recent brochure, Capilano College plans to offer additional courses during the evenings for people already working in job-related fields. Simon Fraser University offers a similar, but more advanced program of studies in ethnic relations. According to the program brochure, the Post-Baccalaureate Diploma in Ethnic Relations is intended for human services professionals who regularly deal with clients from a variety of cultural and linguistic backgrounds. Like Capilano College, Simon Fraser has tried to make its program more accessible to working adults by offering some courses in the evening and some through distance education. Both programs provide an orientation to ethnic relations and cross-cultural issues in Canada, and either program would provide a good background for people planning to enter the settlement field. However, neither program provides the applied social service training, nor the professional skills development in core areas such as cross-cultural counselling, interpretation and community development, which are required for settlement work.

Private consultants also offer seminars and workshops which meet many of the training needs of immigrant settlement workers. In fact, some agencies rely on consultants to provide basic entry-level training for new staff. There are, however, major problems associated with using consultants to provide basic skills training: consultants tend to be expensive; organizing a comprehensive series of seminars and workshops is time-consuming; there are problems of quality control; and it is impossible to ensure standardized training within and between agencies. Furthermore, the training provided by private consultants (or by agency staff) is not portable; workers cannot accumulate credit, and it is difficult for employers to assess the quality of a worker's previous training.

Nevertheless, there will continue to be a need for specialized or advanced seminars and workshops for settlement workers if only because immigrant-serving agencies provide a wide variety of services for a diverse and changing clientele. The Immigrant Settlement Workers Network and agency directors organize professional development seminars and workshops, and most of these training sessions are and will continue to be provided by private consultants (and by the continuing education departments of local community colleges). However, there is still the problem of how to ensure quality of instruction and portability of credentials. The solution might be to develop a registry of consultants who provide quality training in advanced and specialized areas of settlement work, and to have these training programs formally assessed by the B.C. Educational Credit Bank.

Should New Programs Be Developed?

Entry-level programs

We believe that an entry-level or basic skills program at the college level should be developed for settlement workers in British Columbia. Such a program would provide settlement workers with formal and standardized training in the core areas of settlement work (e.g., in cross-cultural counselling, interpretation, and orientation). There are two program options: 1/ to get a community college in the Lower Mainland to offer the program, or 2/ to get the Open College to develop the program in an open learning format.

1. Community college program. Settlement worker training programs in Alberta and Ontario are offered by the continuing education departments of community colleges located in the major metropolitan areas. It would probably be possible to get a local community college in the Lower Mainland to develop a similar settlement worker training program (Vancouver Community College has expressed an interest in developing a program for settlement workers). A continuing education program would certainly meet the basic training needs of settlement workers, and our survey shows that settlement workers would be interested in a college program especially if courses were offered in the evenings and on weekends. There are, however, some potential drawbacks associated with a conventional college program:

- The program would probably be non-credit.
- The program would be offered only when there was sufficient enrolment, and enrolment would be limited.
- Instruction would be delivered at a college campus. As a result, workers would have to travel to attend classes and access would be

restricted to settlement workers residing in the college's cachement area.

2. Open learning program. An alternative to a community college program would be to develop a settlement worker training program in an open learning format. Our survey showed that settlement workers would be interested in an open learning program, especially if it combined independent home study with workplace training. There are some potential advantages associated with an open learning format:

- The program would be accessible to workers throughout the province (and in other provinces).
- There would be no limits on enrolment; the program could be taken at any time by any number of learners.
- Learners could complete the program at their own pace.
- The program could be managed by the community and instruction could be provided by experienced settlement workers. As a result, the program would develop community resources, increase inter-agency collaboration, and accelerate the development of a province-wide network of settlement workers.

We asked the Open College to develop a rough blue-print for a settlement worker training program as part of the research project. The Open College organized an intensive one-day program planning session involving ten representatives from the settlement community and a smaller number of OLA staff (see appendix C for a list of participants). The goal was to develop an outline for a standardized, flexible and easily up-dated modular training program which could be delivered to a population of geographically disperse learners without excessive cost and without requiring staff to spend large amounts of time away from their work (see

"Immigrant Settlement Worker Program" for a report on the program planning workshop).[5].

The planning team identified a number of basic skills common to settlement work, and they drafted a one year college-level program based on this "generic" skill set. The program is divided into two areas: a primary curriculum consisting of the core skills required by entry-level workers, and a secondary curriculum which would allow learners to further develop these skills. The primary curriculum includes the following courses: Introduction to Canadian Society, Introduction to Immigrant Settlement Work, Community Resources, Interpretation Skills, Interviewing Skills I, Counselling Skills I, Administrative Skills I, Communication Skills, and Personal Development. The secondary curriculum provides for more in-depth training in areas such as interviewing, counselling, advocacy, and community development.

One of the major problems with an open learning format is the high front-end costs associated with developing a program. In this case, however, there are a number of resources already available both in the settlement community and within the Open Learning Agency which could be adapted and incorporated into a settlement worker training program, and which would substantially reduce the cost of program development. Resources which could be easily accessed from within the settlement community include the expertise of settlement workers, which could be drawn upon to provide content input for the development of the training

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[5] The Open College developed and delivered a workplace training program for new workers at Langley Family Services as a spin-off from the research project. The training program included workshops in communication skills (e.g., report and business writing) and five cultural sensitivity training sessions. A report on the project is available from Christina Pikios, Workplace Training Consultant, Open College.

program, computers and other equipment, libraries, in-house training materials, and policy/procedures manuals. Other organizations have developed, or are developing, training materials in areas relevant to settlement work. Examples of existing training materials include the OCASI training manual, a videotape produced by the Ontario Ministry of Citizenship to demonstrate the role of cultural interpreters in assisting immigrants in medical, educational and legal situations, and modular cross-cultural training materials currently being developed by Douglas College for the Centre for Curriculum Development. In addition, the Open College has a variety of course materials in the areas of communication, administration, and social services which could be adapted and incorporated into a settlement worker program. In fact, the Social Service Worker Program recently developed by the Open College includes excellent course materials in the areas of social work practice, introductory counselling skills, and employment counselling which could be used as a base for developing a settlement worker training program (see the enclosed Social Service Worker Program outline and sample course materials).

Tables 4 and 5 present an overview of a draft program curriculum showing the courses, resource materials, and course type. The program would consist of independent home study courses, in-house workshops, and work-based training. Experienced settlement workers could be hired as instructors and tutors, and learners could be linked through a computer conferencing system (there are plans to develop a province-wide computer network linking immigrant-serving agencies). The program would also include a practicum placement for students not already employed in the settlement field. The total program would be equivalent to the Open College Social Service Worker Certificate Program and could be laddered into a

bachelor degree program. (The Open College is exploring the possibility of laddering the Social Service Worker Program into a Bachelor of Social Work Program which the new University-College of the Fraser Valley is planning to develop.)

Table 4. Primary Curriculum: Settlement Worker Program

Courses	Source Materials	Type
1. Canadian Society	OU course	Print
2. Introduction to Immigrant Settlement Work	OCASI manual + SSWP 200, Introduction to Social Work Practice	Print
3. Community Resources	Community materials	Print
4. Interviewing Skills I		Workshop
5. Interpretation Skills	OMC video	Workshop/ Video
6. Cross-CulturalCounselling Skills I	OCASI manual + SSWP 109, Introductory Counselling Skills	Print/Audio
7. Administration Skills I	OC business administration courses	Print
8. Communication Skills	OC English 106/107	Print/Audio/ Video
9. Personal Developmen (includes ethics)		Workshop
TOTAL: 152 hours		

Table 5. Secondary Curriculum: Settlement Worker Program

Courses	Source Materials	Type
1. Cross-Cultural Counselling Skills II	OCASI + SSWP 109	Print/Audio/ Workshop
2. Interviewing Skills II	OC materials	Print/Audio
3. Community Development	OCASI	Print/Audio
4. Advocacy Skills	OCASI	Print/Audio
5. Administration & Applied Research Skills	New development	Print
6. Personal Development II		Workshop
7. Public Presentations	OC materials	Workshop
8. Assertiveness		Workshop
TOTAL: 108 hours		

The primary curriculum would consist of six courses and three workshops and would cost approximately $125,000 to develop. The secondary curriculum would consist of five courses and three workshops, and would cost approximately $125,000 to develop. Two courses developed for the Social Service Worker Program -- Native Issues in Social Services[6] and Employment Counselling -- could be offered as optional courses for no additional cost.

As noted above, the major advantages of an open learning program are that it would be available to immigrant settlement workers throughout the province, would draw on and further develop agency resources and expertise, and could be administered (and delivered) by the settlement community itself. A further and important advantage is that new entrants would not have to be trained prior to employment; they could learn while working. This is an important consideration since most new entrants to the settlement field are likely to be recent immigrants. Immigrant-serving agencies employ, and will continue to employ, relatively recent immigrants if only because they need workers who are bilingual and bicultural, and who understand the problems faced by newcomers; skills which few native-born Canadians possess.

Advanced training programs

Many settlement workers and directors expressed an interest in an advanced program of study. There are a number of factors underlying the demand for an advanced program for settlement workers, including the high level of post-secondary education already achieved by most settlement

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6 Representatives from mainstream agencies located outside the Lower Mainland argued that a cross-cultural or race relations program for "multicultural workers" in their communities would have to include a component on "native issues in social services".

workers in the province, the desire within the settlement community to expand services and improve the quality of service provision, the need to raise the professional status of settlement work, and the feeling among settlement workers that advanced credentials would increase their job opportunities within both immigrant serving agencies and mainstream organizations.

Some settlement workers and agency directors expressed an interest in an undergraduate-degree program in settlement work. One reason often given for developing a university program in settlement work is that the range of professional services provided by immigrant-serving agencies is expected to expand in the near future, especially in the areas of family and youth counselling. As a result, the network of immigrant-serving agencies will require more highly-trained social service professionals. A university-degree program in settlement work is one way to provide the professional staff required by immigrant-serving agencies. However, we feel that an undergraduate degree program in settlement work is neither feasible nor appropriate to the needs of settlement workers. If a university-degree in the social services is required for employment as a counsellor in immigrant-serving agencies, it is likely that the degree required will be a Bachelor of Social Work rather than a Bachelor of Settlement Work. In fact, it was suggested to us by a number of individuals that a social work degree should already be a requirement for professional employment in immigrant-serving agencies. Settlement work is seen by many as a sub-field within the social work profession, with settlement workers applying skills normally taught in social work programs, albeit with a sensitivity to cultural diversity often ignored in Schools of Social Work. It is unlikely that a new program in settlement work would be able to compete successfully against

the already well-established Schools of Social Work. Settlement workers who are able and willing to invest four or more years in furthering their education would be best advised to pursue a degree in social work.

One of the issues we explored in the study was whether there were likely to be employment opportunities in mainstream organizations for experienced settlement workers. Our interest in this question was stimulated by three factors: the career aspirations of many settlement workers, the perception that mainstream organizations are increasingly aware of the ethnic and cultural diversity of their clientele, and the expectation that mainstream organizations will, in future, play a larger role in the provision of cross-cultural services. It was suggested to us that certification and advanced training in settlement work would make it easier for experienced workers to move into professional positions in mainstream organizations. It is difficult to assess the likely response of mainstream employers to experienced settlement workers with advanced training. However, participants in the mainstream focus groups were convinced that advanced certification in settlement work would not provide access to areas of employment already monopolized by other professionals such as social workers, counsellers, and school teachers. They pointed out that employment in these areas will continue to require professional certification in the appropriate discipline.

The fact that professional monopolies exist in mainstream organizations does not mean that there are no employment opportunities for certified and experienced settlement workers in mainstream organizations. If mainstream organizations expand their services to immigrants and refugees, and to immigrant and visible minority communities, there is likely to be a growing demand within these

organizations for accredited settlement workers. The development of a Settlement Worker Training Program equivalent to a college-level Social Service Worker Program would certainly increase employment opportunities within mainstream organizations at the para-professional level.[7]

There is also likely to be new opportunities for professional employment in mainstream organizations for experienced settlement workers with advanced training. The representatives of mainstream organizations that we spoke to feel that there is a growing need for "multicultural community service workers" in their organizations. The responsibilities of multicultural community service workers would likely include acting as a liason between staff and a culturally and ethnically diverse clientele (and between the organization and immigrant and ethnic communities), advising on policy (e.g., employment equity), and helping to facilitate cross-cultural awareness within the organization. (The need for multicultural community service workers has also been identified in studies recently commissioned by the federal government; see, for example, Parekh, 1988.) Representatives from mainstream organizations said that experienced settlement workers would be well-suited for these new professional positions, especially if they had advanced and accredited training.

Rather than trying to develop a university-degree program in settlement work, we suggest that the settlement community consider the option of a post-baccalaureate diploma program in cross-cultural and

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[7]Home-school worker is an example of a relatively new para-professional occupation available to settlement workers within the mainstream school system.

multicultural issues. A post-baccalaureate program would provide well-educated and experienced settlement workers with the opportunity to further develop their professional skills without having to spend four or more years aquiring another university degree. (It would be a severe hardship if university-educated settlement workers had to acquire another degree in order to advance in their field.) The program would likely include advanced training in cross-cultural communication and counselling, race and ethnic relations, program planning and evaluation, negotiation, community needs assessment, and community outreach strategies. Advanced training in these areas would be very useful for workers wanting to move up the administrative ladder within the network of immigrant serving agencies. A post-baccalaureate program would give experienced settlement workers an opportunity to develop their professional expertise, and would provide them with advanced certification in an area which would increase their employment opportunities within mainstream organizations as well as within the settlement field. The Open University has expressed an interest in developing a post-baccalaureate diploma program in "multicultural community service", and we believe that an independent study program offered through the Open University would best meet the needs of experienced settlement workers and other professionals looking for advanced technical and applied training in cross-cultural and multicultural issues.[8]

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[8] The program would also be of interest to other professionals (for example, nurses, teachers, and social workers) who want to develop cross-cultural and inter-cultural skills.

Foreign accreditation

Finally, we need to mention the issue of accreditation for training and education acquired in other countries. Thirty-seven percent of the settlement workers surveyed said they had foreign credentials which they would like to have recognized in British Columbia. Provincial accreditation of foreign credentials is a serious problem for many immigrants who received their training overseas. While the problem of how to improve the foreign accreditation system in this province is beyond the scope of this study, it is obvious that a better accreditation system would benefit many of the immigrant settlement workers who were educated and trained overseas.[9]

Recommendations

Our recommendations are directed at both the settlement community and the Open Learning Agency. We recommend that representatives of the settlement community -- probably drawn from AMSSA, the Multi-Ethnic Social Services Task Force, and the Immigrant Settlement Workers Network -- enter into a partnership with a provincial post-secondary institution to develop an entry-level or basic skills training program for settlement workers. There are two program options: an open learning program or a community college program. Prior to entering into a partnership, the settlement community will have to reach a consenus on what type of training program it wants to pursue. Second, we recommend that the Open

[9] The OLA may be able to provide a "statement of standing" for formal education acquired outside Canada (up to and including the undergraduate degree level).

University examine the feasibility of developing a post-baccalaureate diploma program in cross-cultural and multicultural issues, possibly in collaboration with another provincial university. And, finally, we recommend that the settlement community and the Open Learning Agency explore 1/ ways in which immigrant settlement workers could accumulate credit for on-the-job training and in-house seminars and workshops, and 2/ ways to improve the foreign accreditation system in the province.

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APPENDIX A

Immigrant Settlement Worker Questionnaire

N = 119

I. General Interest

Q1. Do you think the courses and programs CURRENTLY OFFERED at colleges and universities in British Columbia meet the education and training needs of settlement workers.

Yes	---> 1 (8%)
No	---> 2 (48%)
Don't know	---> 9 (44%)

N = 119

Q2. Do you think settlement workers want special courses and professional training?

Yes	---> 1 (93%)
No	---> 2 (2%)
Don't know	---> 9 (5%)

N = 119

Q3. Are you interested in continuing your education or professional training?

Yes	---> 1 (95%)
No	---> 2 (3%)
Don't know	---> 9 (2%)

N = 119

If no, please go to Q15.

II. Courses

Q4. What courses are you interested in? Please choose as many as you like.

Counselling

Introductory Counselling Skills	---> 1 (51)
Cross-Cultural Counselling	---> 2 (91)
Employment Counselling	---> 3 (66)
Crisis Intervention	---> 4 (55)

Community Development

Outreach Strategies	---> 5 (63)
Community Needs Assessment	---> 6 (70)
Program Planning & Evaluation	---> 7 (77)
Community Organizing	---> 8 (61)
Adult Education	---> 9 (49)

Management

Accounting & Budgeting	---> 10 (47)
Fundraising	---> 11 (49)
Supervisory Skills	---> 12 (62)
Time Management	---> 13 (48)
Stress Management	---> 14 (53)

Advocacy

Negotiating Skills	---> 15 (71)
Human Rights Legislation	---> 16 (57)
Employment Programs	---> 17 (67)
Appeal Procedures	---> 18 (42)

Other

Aspects of Canadian Society	---> 19 (59)
Interpretation Skills	---> 20 (60)
Translation Skills	---> 21 (52)
Race & Ethnic Relations	---> 22 (68)
Research Methods	---> 23 (54)
Sociology	---> 24 (51)

Q5. Please list any other courses that interest you.

Four respondents mentioned communication skills. No other course received more than two mentions.

Q6. What area are you MOST interested in? Please choose ONE only.

Advocacy	---> 1 (5%)
Counselling	---> 2 (35%)
Community Development	---> 3 (30%)
Management	---> 4 (15%)
Other	---> 5 (15%)

Please specify:

_____

_____

N = 115

Q7. What kind of Settlement Worker Program would you prefer? Please choose ONE only.

College Program	---> 1 (31%)
Bachelor Degree	---> 2 (25%)
Post-Graduate Certificate	---> 3 (34%)
Other	---> 4 (10%)

Please specify:

_____

_____

N = 114

III. Open Learning

The Open Learning Agency offers college and university courses to adults who cannot attend conventional colleges and universities. Courses are offered through distance education, in the workplace and in the classroom. Students may receive course credit for the training and skills they have obtained on the job. The Open Learning Agency also assesses foreign credentials for credit in Canada.

Q8. Are you interested in taking courses through the Open Learning Agency?

Yes ---> 1 (79%)
No ---> 2 (5%)
Don't know ---> 9 (16%)
N = 115

Q9. Would you be able to attend classes at a local college or university during the DAYTIME?

Yes ---> 1 (22%)
No ---> 2 (62%)
Don't know ---> 9 (16%)
N = 116

Q10. Would you be able to attend classes at a local college or university during the EVENING?

Yes ---> 1 (77%)
No ---> 2 (5%)
Don't know ---> 9 (18%)
N = 116

Q11. Would you be able to attend classes at a local college or university during the WEEKEND?

Yes ---> 1 (61%)
No ---> 2 (26%)
Don't know ---> 9 (13%)
N = 116

Q12. Would you be interested in taking courses at your WORKPLACE?

Yes ---> 1 (82%)
No ---> 2 (12%)
Don't know ---> 9 (6%)
N = 115

Q13. Would you be interested in studying at HOME?

Yes ---> 1 (66%)
No ---> 2 (30%)
Don't know ---> 9 (4%)
N = 116

Q14. Would you be interested in TELECONFERENCES (i.e. group seminars on the telephone)?

Yes ---> 1 (31%)
No ---> 2 (60%)
Don't know ---> 9 (9%)
N = 114

Q15. Do you have job experience and skills for which you would like college or university course credit?

Yes ---> 1 (78%)
No ---> 2 (13%)
Don't know ---> 9 (9%)
N = 116

Q16. Do you have FOREIGN CREDENTIALS that you would like to have recognized in British Columbia?

Yes ---> 1 (37%)
No ---> 2 (63%)
N = 110

If yes, what foreign credentials do you have?

The most common mentions were BA (in various disciplines), teacher certificate, law degree and diploma.

IV. Previous Education

Q17. In what COUNTRY did you complete your HIGHEST LEVEL OF EDUCATION?

RECODE:	Canada	47%
	Other	53%

N = 116

Q18. How good are your ENGLISH language skills?

SPEAKING	READING	WRITING
Poor ---> 1 ( )	Poor ---> 1 ( )	Poor ---> 1 (2%)
Fair ---> 2 (14%)	Fair ---> 2 (13%)	Fair ---> 2 (17%)
Good ---> 3 (86%)	Good ---> 3 (87%)	Good ---> 3 (81%)
N = 118	N = 118	N = 118

Q19. During the last year, have you taken any WORK-RELATED courses or seminars?

Yes ---> 1 (62%)
No ---> 2 (38%)
N = 117

If yes, what course(s) have you taken?

Three areas account for most of the responses: counselling, cross-cultural training, and volunteer coordination.

Q20. Do you have a COLLEGE or POLYTECHNIC diploma?

Yes ---> 1 (49%)
No ---> 2 (51%)
N = 103

If yes, what subject(s) is it in?

Respondents have college diplomas in a wide range of areas.

Q21. Do you have a UNIVERSITY degree?

Yes ---> 1 (63%)
No ---> 2 (37%)
N = 115
If yes, what subject(s) is it in?

RECODE Q20/Q21:	
College only	22%
College & University	21%
University only	42%
None	15%

A majority of respondents to this question have social science degrees (especially sociology and social work).

V. Job Description

Q22. What is your present JOB TITLE? _____

Q23. In one or two sentences, please describe WHAT YOU DO in your job.

_____

_____

_____

Q24. Are most of your clients WOMEN or MEN?

Women ---> 1 (18%)
Men ---> 2 (6%)
Both ---> 3 (76%)
N = 115

Q25. What AGE GROUP do you deal with most? Please choose ONE only.

Children (12 or under) ---> 1 (1%)
Teenagers (13 to 19) ---> 2 (4%)
Adults (20 to 60) ---> 3 (90%)
Seniors (61 or over) ---> 4 (5%)
N = 103

Q26. What CLIENT GROUP do you deal with most? Please choose ONE only.

Refugee claimants ---> 1 (7%)
New immigrants
(less than 3 years) ---> 2 (58%)
Settled immigrants ---> 3 (17%)
Other ---> 4 (18%
Please specify:

_____

_____

N = 113

Q27. What LINGUISTIC GROUP(S) do you deal with in your present job? Please check ALL those you deal with.

Arabic ---> 1 (36)
Cambodian ---> 2 (35)
Cantonese ---> 3 (69)
Farsi ---> 4 (35)
Hungarian ---> 5 (31)
Italian ---> 6 (28)
Korean ---> 7 (25)
Mandarin ---> 8 (65)
Polish ---> 9 (39)
Portugese ---> 10 (22)
Punjabi ---> 11 (43)
Russian ---> 12 (29)
Spanish ---> 13 (57)
Vietnamese ---> 14 (57)
Other ---> 15 (37)
Please specify:

_____

_____

VI. Personal

Q28. How long have you worked in the settlement field?

1 year or less	---> 1 (41%)
2 years	---> 2 (20%)
3 years	---> 3 (11%)
4 years	---> 4 (7%)
5 or more years	---> 5 (21%)

N = 109

Q29. Are you: Female ---> 1 (72%)
Male ---> 2 (28%)
N = 109

Q30. In what YEAR were you BORN?

RECODE:

20 - 29 years of age	26%
30 - 39 years of age	34%
40 - 49 years of age	28%
50 or more years of age	12%

N = 111 Median age = 37

Q31. What COUNTRY were you BORN IN?

RECODE:	Canada	17%
	Other	83%

N = 108

Q32. What CITY or TOWN do you LIVE IN?

RECODE:	Lower Mainland	81%
	Other	19%

N = 108

Q33. Do you own a computer?

Yes ---> 1 (49%)
No ---> 2 (51%)
N = 110

Q34. Do you own a VCR?

Yes ---> 1 (81%)
No ---> 2 (19%)
N = 111

Q35. Any other comments or thoughts you want to share with us? (Attach a separate sheet if necessary)

If you are willing to be contacted in future to discuss the training needs of settlement workers, please provide the following information:

Your Name: _____

Address: _____

_____

Telephone: ( ) --
area code phone number

PLEASE USE THE POSTAGE-PAID ENVELOPE PROVIDED.

APPENDIX B

DIRECTORS
INTERVIEW SCHEDULE
(with results in percentages)
N = 25

FACE SHEET

NAME: see appendix C

SEX: see appendix C

POSITION: see appendix C

AGENCY: see appendix C

AREA: 1. Lower Mainland (60) 2. Other (40)

AGENCY TYPE:

1. multi-ethnic (76)
2. ethno-specific (20)
3. mainstream (4)

I would like to begin by asking you a few questions about the training needs of immigrant settlement workers.

Q1. First, I am going to read from a list of SKILLS. I would like to know how important you think these skills are for settlement workers. **Read each item and ask if it is Very Important, Somewhat Important or Not At All Important.**

	Very Important	Somewhat Important	Not At All Important
Counselling			
1. Basic Counselling Skills	1 (**76**)	2 (24)	3 ( )
2. Cross-Cultural Counselling Skills	1 (**83**)	2 (17)	3 ( )
3. Employment Counselling Skills	1 (35)	2 (61)	3 (4)
4. Family Counselling Skills	1 (46)	2 (50)	3 (4)
5. Crisis Intervention Skills	1 (46)	2 (50)	3 (4)
Community Development			
6. Community Outreach Skills	1 (56)	2 (44)	3 ( )
7. Community Needs Assessment Skills	1 (52)	2 (44)	3 ( )
8. Program Planning & Evaluation Skills	1 (44)	2 (52)	3 (4)
9. Community Organizing Skills	1 (40)	2 (52)	3 (8)

	Very Important	Somewhat Important	Not At All Important
Management			
10. Accounting Skills	1 (40)	2 (60)	3 ( )
11. Fundraising Skills	1 (20)	2 (44)	3 (36)
12. Supervisory Skills	1 (16)	2 (48)	3 (36)
13. Management Skills	1 (12)	2 (68)	3 (20)
Advocacy			
14. Advocacy Skills	1 (72)	2 (28)	3 ( )
Other			
15. Interpretation Skills	1 (**80**)	2 (16)	3 (4)
16. Translation Skills	1 (68)	2 (28)	3 (4)
17. Research Skills	1 (20)	2 (72)	3 (8)
18. Oral Communication Skills	1 (**96**)	2 (4)	3 ( )
19. Written Communication Skills	1 (64)	2 (36)	3 ( )

Q2. Does your agency provide ON-THE-JOB TRAINING for NEW settlement workers? (i.e. workshops and seminars)

Yes ---> 1 (72)
No ---> 2 (20)
Don't know ---> 9 (8)

If NO, why not?

Lack of funding.

If YES, what training courses do you usually provide?

Interpretation and cross-cultural training were cited twice. No other area was cited more than once.

Who usually provides the training? Is it

Private Consultants ----> 1 (8)
Local College ----> 2 (16)
Agency Staff ----> 3 (72)
Other ---> 4 (4)
Please specify:

Q3. Do you think that training for settlement workers should be more standardized between agencies?

Yes ---> 1 (84)
No ---> 2 (12)
Don't know ---> 9 (4)

Q4. Why do you think it should be/should not be more standardized?

1. Should be more standardized: professionalization, sharing and cooperation between agencies; improved career path for ISWs, standarized salaries, guaranteed quality of service;

2. Should not be standardized: services provided are specific to community

Q5. Do you encourage your settlement workers to continue their education and professional development?

Yes ---> 1 (96)
No ---> 2 (4)
Don't know ---> 9 ( )

If NO, why not?

If YES, how do you encourage professional staff development? Do you

(Multiple responses:

Provide time-off with pay ---> 1 (48)
Pay tuition ---> 2 (68)
Organize in-house seminars
or workshops ---> 3 (60)
Other ---> 4 ( )
Please explain:

What seminars or workshops have you organized in the last 6 months?

Cross-cultural training, computer, immigration policy, human rights & equity, child protection, ESL procedures, legal aid issues, employment concerns, substance abuse, team building, communication, family law, stress management (2 mentions), self-development, fundraising, board development, volunteer service, counselling. case-studies, court interpreting, working with battered women, SOS emergency training

The Open Learning Agency is thinking about developing a post-graduate certificate program for settlement workers who have a university degree and want more advanced training in cross-cultural and multicultural issues.

Q6. Do you think a post-graduate certificate in cross-cultural and multicultural issues would be of value to professionals working in the settlement field?

Yes ---> 1 (92)
No ---> 2 (4)
Don't know ---> 9 (4)

If NO, why not?

If YES, what areas do you think MUST be included in a post-graduate certificate program?

No additions to skills listed in Q1.

I would now like to ask you some questions about college or university programs for students interested in settlement work.

Q7. Do you think that colleges and/or universities in BC should offer a DEGREE PROGRAM in settlement work?

Yes ---> 1 (80)
No ---> 2 (8)
Don't know ---> 9 (12)

If NO, why not?

If YES, what kind of Settlement Worker Program do you think would be the most appropriate? Should it be a

1 Year College Degree Program ---> 1 (8)
2 Year College Degree Program ---> 2 (48)
4 Year Bachelor Degree Program ---> 3 (12)
Other ---> 4 (8)
Please specify:

Don't know ---> 9 (16)

Finally, I would like to ask you some general questions about your agency.

Q8. How long has your agency been in operation? _____

Q9. Can you describe, in one or two sentences, the SERVICES provided by your agency.

Q10. Do you see any major changes occurring over the next five years in the type of CLIENTS you serve or the SERVICES you provide?

Yes ---> 1 (88)
No ---> 2 (12)
Don't know ---> 9 ( )

If YES, what changes do you foresee? (Probe: more youth, more settled immigrants, more family counselling, more advocacy work)

Respondents focussed on increased demand for services, the changing ethnic mix of newcomers, and the growing need for family, youth, and employment counselling. Single mentions included: more refugees, , mental health, substance abuse, more leadership training programs,, more orientation, more public education, race relations, less counselling and more health issues, more focus on newcomers rather than established communities, and more community development

Q11. Do you see any major changes occurring over the next five years in the CONTEXT OF SERVICE PROVISION?

Yes ---> 1 (81)
No ---> 2 (10)
Don't know ---> 9 (10)

If YES, what changes do you foresee? (Probe: more private consultants, more mainstream activity)

Many respondents identified "more mainstream activity" as a major change in the settlement field. Other mentions included less money, greater inter-agency cooperation, privatization of services, no coordination of services, and new refugee laws.

Q12. Will settlement workers at your agency need to develop new skills as a result of these changes (in services, clients or the context of service provision)?

Yes ---> 1 (75)
No ---> 2 (4)
Don't know ---> 9 (21)

If YES, what new skills will they need to develop? (Probe: more advocacy, more counselling, less ethno-specific and more multicultural)

Employment and family counselling were the new skills mentioned most often; other mentions were management and administrative skills, advocacy, cross-cultural communication, social planning, program evaluation, ESL, computer, community development - youth related, team-building, professional self-esteem, refugee counselling, business, public speaking, adult education

Q 13. Do you have any other comments about the training needs of immigrant settlement workers?

Thank you for your time and contribution.

APPENDIX C

PARTICIPANTS

1. Advisory Committee

Borst, John, Executive Director, Inter-cultural Association of Greater Victoria
Brekelmans, Monica, Vancouver School Board
Foo, T.N., SUCCESS
French, Adrien, Employment and Immigration Canada
Kawecki, Gosia, MOSAIC
Murphy, Derek, United Way
Murphy, Michael, MOSAIC
Nhung Davis, Stella, Immigrant Services Society
Pikios, Christina, Workplace Training Consultant, OLA
Prasad, Cam, Social Planning and Reasearch Council
Sasvari, Joseph, Vancouver Health Department
Wheeler, Janet, District Supervisor, Ministry of Social Services

2. Directors or other representatives of settlement agencies (interviewed by telephone during August 1991)

Blackman, Joanne, Director, C.V.I.M.S.
Chadal, Bajit, Director, IMSS (Prince George)
Corrin, Barry, Director, Jewish Family Services Agency
Cristales, Rene, Director, East Kootenay Immigrant and Refugee Society
Davis, Noreen, Coordinator, Penticton and District Multicultural Society
Dirk, Trudy, Director, Kamloops Cariboo Region Immigrant Society
Dunlop, Sherri, Coordinator, Trail and District Multicultural and Immigrant Centre
Fazackerly, Pat, Coordinator, Kelowna Multicultural Society
George, Luz Nelly, Project Manager, ACLAH/ACM
Handford, Penny, Director, Surrey-Delta Immigrant Services
Houle, Hortensia, Cowichan Valley Intercultural and Immigrant Society
King, Diane, Burnaby Multicultural Society
Kyi, Joyce, Immigrant Services of B.C.
Maloney, Jean, Executive Director, Pacific Immigrant Resources Society
McClung, Betty, Langley Family Services
Munnalal, Sheila, Director, OASIS
Partovi, Gordon, Richmond Multicultural Concerns Society
Partovi, Parvin, Director, Vancouver Society on Immigrant Women
Patkau, Walter, Matsqui Abbotsford Community Services
Radio, Vera, Executive Director, MOSAIC
Soltys, Bozena, Coordinator, V.A.S.T.
Taylor, Randi-Lee, Director, Progressive Indo-Canadian Community Services Society
Wutzke, Carole, Coordinator, Vernon Immigrant Services Society

Yamashiro, Takeo, Director, Tonarigumi
Yeung, Thomas, Acting Executive Director, SUCCESS

3. Focus groups: settlement workers (Vancouver, June 18, 1991)

Andrews, Emma, MOSAIC
Arguello, Sylvia, MOSAIC
Assanand, Shashi, Legal Services Society
Barany, Roger, MOSAIC
Bartolomeo, Angela, Pacific Immigrant Resources Society
Brookfield, Sylvia, MOSAIC
Chan, Ruby, Burnaby School Board
Chang, Cecilia, Multicultural Society
Chua, Karen, Immigrant Services Socety of B.C.
Dang, Lam, Pacific Immigrant Resources Society
Dhanoa, Hemi, MOSAIC
Favaron, Consuelo, Langley Family Services
Fiddick, Thea, Immigrant Services Society of B.C.
Fung, Dominic, MOSAIC
Garrett, Kyung, Burnaby Multicultural Society
Grewal, Manpreet, Matsqui-Abbotsford Community Services
Hansberger, Elizabeth, MOSAIC
Huynh, Van, Langley Family Services
Jim, Eva, Burnaby School Board
Kage, Tatsuo, independent
Kawecki, Gosia, MOSAIC, focus group facilitator
Khosah, Karamjit, Langley Family Services
Kohli, Rajpal, OASIS, focus group facilitator
Marlet, Shukrieh R., independent
Martinez, Sonia, Langley Family Services
Maurer, Miriam, MOSAIC
Miraftab, John, Surrey-Delta Immigrant Services
Nielson, Ruth, Pacific Immigrant Resources Society, focus group facilitator
Phillip, Terri , MOSAIC
Prom, Ben, Immigrant Services Society of B.C.
Roche, Marie, MOSAIC
Singh, Mina, Surrey-Delta Immigrant Services
Tang, Olivia, SUCCESS
Theriault, Pamela, MOSAIC
Travis, Lin, Langley Family Services
Trinh, Zung, Immigrant Services Society of B.C.
Underhill, Chris, Surrey-Delta Immigrant Services, focus group facilitator
Wilmann, Diane, MOSAIC
Yuen, Vincent, Langley Family Services

4. Focus groups: mainstream organizations (Richmond, August 8, 1991; teleconference, September 10, 1991)

Au, Wendy, Social Planner, City of Vancouver
Chan, Peter, Social Worker, Richmond General Hospital (personal interview)
Hartigan, Helen, Health Unit Manager, Cariboo Health Unit
Henson, Sandra, Executive Director, Penticton & District Community Resources
Ince, David, Area Coordinator, East Richmond Community Centre
Lowen, Carol, Regions Administrator, Heart and Stroke Foundation
McColl, Ron, Corporate and Community Services Manager, City of Kamloops Race Relations Committee
Montani, Adriene, Executive Director, Big Sisters of BC Lower Mainland
Plumbley, Hazel, Executive Director, South Peace Community Resources Society
Silver, Susan, Director of Family Life Education, Family Services of Greater Vancouver
Staddon, Naomi, Program Coordinator for Staff Development, Burnaby Psychiatric Services

5. Focus group: representatives of ethnic communities (Richmond, August 15, 1991)

Berdichewsky, Dr. Bernardo, Canadian Ethnocultural Council
Gaurav, G. Balu
Hellebuyck, Alberto
Hellebuyck, Carolina
Law, Joseph K.H., Residential Counsellor
Nann, Beverly, Executive Director, AMSSA
Ozdoba, Steve, President, Polish Community Centre
Phan, Sieu
Shoja-Nia, Moe, Persian/Iranian Television
Van Le, Cho, Greater Vancouver Mental Health Services Society

The following individuals were interviewed by telephone (September 1991):

Alderson, Bev Lee, Kelowna
Blackrood, Jeff, Trail
Osei-Tutu, Confort, Terrace
Solanzano, Carlos, Cranbrook

6. Planning session participants (January 1992)

Black, Don, Research Coordinator, OLA
Dowlati, Seervan, Immigrant Services Society of B.C.
Foo, T.N., SUCCESS
French, Adrian, Settlement Counsellor, Employment and Immigration Canada

Kawecki, Gosia, ISWN and MOSAIC
Kohli, Rajpal, Legal Services Society
Lomas, Peter, Program Coordinator, OLA
Maloney, Jean, Executive Director, Pacific Immigrant Resources Society
Maurer, Miriam, ISWN and MOSAIC
McKitrick, Annie, Research Associate
Nann, Bev, Executive Director, AMSSA
Pikios, Christina, Workplace Training Consultant, OLA
Thompson, Bruce, Program Coordinator, OLA (and workshop facilitator)
Travis, Lin, Langley Family Services
Wheeler, Janet, District Supervisor, Ministry of Social Services, Kensington District

7. Completed questionnaires were returned by immigrant settlement workers from the following agencies:

ACLAH/ACM, Vancouver
Burnaby Multicultural Society, Burnaby
C.V.I.M.S., Nanaimo
Collingwood Neighbourhood House, Vancouver
Cowichan Valley Intercultural & Immigrant Aid Society, Duncan
East Kootenay Immigrant and Refugee Society, Cranbrook
I.M.S.S., Prince George
Immigrant Services of B.C., Vancouver
Inter-Cultural Association of Greater Victoria, Victoria
Jewish Family Services Agency, Vancouver
Kamloops Cariboo Regional Immigrant Society, Kamloops
Kelowna Multicultural Society, Kelowna
Kiwassa Neighbourhood Services, Vancouver
Langley Family Services, Langley
Matsqui Abbotsford Community Services, Abbotsford
MOSAIC, Vancouver
Mount Pleasant Mental Health Team, Vancouver
Mount Pleasant Neighbourhood House, Vancouver
OASIS, Vancouver
Pacific Immigrant Resources Society, Vancouver
South Vancouver Neighbourhood House, Vancouver
SUCCESS, Burnaby
SUCCESS, Richmond
SUCCESS, Vancouver (Fraser Branch)
SUCCESS, Vancouver (Pender Branch)
Surrey Delta Immigrant Services, Surrey
Tonarigumi, Vancouver
Trail and District Multicultural and Immigrant Centre, Trail
V.A.S.T., Vancouver
Vancouver Society of Immigrant Women, Vancouver
Victoria Immigrant/Refugee Centre, Victoria